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ABSTRACT

At the present time, there is wide diversity among the 50 states with respect to state level coordinating and control agencies for junior colleges. To provide an overview of the composition of these agencies, the authors compiled summary data from 27 states having staffs that deal exclusively or primarily with the problems of coordinating and controlling junior colleges. In addition, the report contains brief descriptions of the existing (as of mid-1969) state level organizational patterns in each of the 50 states. (BB)

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STATE LEVEL STAFFS

for

COORDINATION AND/OR CONTROL

of

COMMUNITY JUNIOR COLLEGES

By

James L. Wattenbarger
William A. Gager, Jr., Jeffrey A. Stuckman
and Melvyn Sakaguchi

Institute of Higher Education
University of Florida
Gainesville, Florida

UNIVERSITY OF CALIF.
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FOREWORD

The need for state level planning and coordination of higher education has become generally recognized in most states during the 1960's. Although a number of states have developed comprehensive plans for community junior colleges and have established functioning professional staffs to implement the planning and coordinating activities for this level of education, the majority of states are still in the developmental stages.

This report and its companion, "The State Director for Community Junior Colleges," have been written in the anticipation that the information and comments included will be helpful in the definition and clarification of state level responsibilities for community junior college growth and development.

Support for this study and related studies is partially financed by a grant from the W. K. Kellogg Foundation for the Southeastern Junior College Leadership Program (University of Florida and Florida State University). Dr. William A. Gager, Jr. and Dr. Jeffrey A. Stuckman participated in the collection and analysis of the data included in this report in their capacity as Kellogg Fellows at the University of Florida. Mr. Melvyn Sakaguchi worked on the subsequent draft in a similar capacity.

I am indebted to the State Directors who responded so faithfully to the inquiries regarding their staffs. Since changes are rapidly incurring in most states, this can be considered as representative only of the situation in the several states as of the middle of 1969. That fact should be kept in mind.

Dr. Dayton Y. Roberts, Assistant Director, Institute of Higher Education, has been most helpful in editing the final draft of this report.

January, 1970 James L. Wattenbarger

Section I

STATE LEVEL COORDINATION AND CONTROL

The development of state level coordinating and control agencies has been described in other studies. (cf. Glenny, Moos, Minter, Brumbaugh). During recent years, however, much more attention has been given to the specific responsibilities of the staff members who carry on the responsibilities assigned to these agencies. The continuing study of these analyses will help to clarify and to improve the implementations of these duties.

Although the intensive study of the function-implementation of state level staff activities is still very simplistic, there are certain guidelines which may be derived from the limited experience in a number of states. These guidelines may be expressed as follows:

1. Coordination is a basic responsibility of a <u>state</u> level board and is expressed best through leadership rather than control.
2. When there is an assignment of responsibility to a board, there must be a concomitant authority to act.
3. The encouragement of distinctiveness for each institution is as important as complete autonomy was at one time considered to be. Desirable coordination implies the development of distinctiveness.
4. While impartiality and unquestioned fairness are essential qualities, imposition of standardization is to be avoided.
5. In many instances the methods used in achieving coordination may be as important as the act itself.

If one uses these guiding principles in evaluating the activities of the state vis a vis local relationships, he will be able to understand this rather delicate balance between state coordination and local autonomy. There are at least seven groupings of functions which could be used as categories of activities. These are:

1) State staff services and relationships with colleges;
2) Activities related to planning;
3) Activities related to policy development;
4) Activities related to allocation of responsibilities for programs;
5) Activities related to development of campus planning and capital outlay;
6) Activities related to the faculty;
7) Relationships with other agencies.

There are five roles which the state staff must play in the function-implementation of its responsibilities. These are:

1) The leadership role.

   The staff has a major role in providing leadership and help to individual colleges. This is a very important role and likely the most important part of the concept of state level board coordination.

2) The administrative role.

   Certain legal and financial responsibilities require administrative acts. This role should be limited to those areas which are specifically required to operate a system of community colleges.

3) The enforcement role.

Laws and regulations often require an agency to enforce the requirements thus established. The state staff must assume this role especially regarding those areas which have legal bases.

4) The coordinative role.

This role as differentiated from the other roles includes the consulting activities related to system-wide operation.

5) The service role.

In this role the staff provides service which if developed in each institution might lead to unreasonable costs and proliferation. i.e., computer service, payroll check issuance, purchasing, recruiting services, and similar activities.

In all of these roles the extent of state level staff activity is very much dependent upon the quality of both local college personnel and state staff personnel.

The seven categories of activities may be briefly clarified as follows:

1) The state level staff services may be carried out in the most satisfactory manner if there is an understanding of the roles described above. In the relationships with the colleges all of the roles will be used at one time or another. A small state level staff is to be desired in order to deter the development of a state level bureaucracy. This would mean that the state staff will depend heavily

upon special task forces with memberships from the colleges to develop certain recommendations for board implementation.

2) The planning activities in a state level board operation involve the collection of statistics, the development of procedures for approving new districts, and the implementation of the state master plan.

3) The basic procedures for developing policy should consider ways and means of involving persons at all levels. Faculty, students, administrators, and local board members should be involved in appropriate ways prior to the development of any policy. Policy should be developed strictly within the context of the law itself. Policies and/or rules and regulations which seem essential or desirable, but which are not clearly within the context of the statutes, should not be adopted as "extra-legal," but should be put forward as proposed amendments to the statute itself.

4) Program allocation or assignment of responsibility for particular curriculums requires the development of carefully defined procedures. Protection of local initiative; knowledge of needs in the state, the region, and the community; prevention of unwarranted duplication; all of these are prime considerations. The state board itself should establish procedures for arriving at final decisions.

5) A unified approach to capital outlay needs requires the encouragement and support for individual campus planning.

All colleges must develop long-range plans--these must be pulled together and understood and supported with equity at the state level.

6) While the state board and its staff should not be involved in selecting faculty for individual colleges, the development of generally acceptable standards of quality is desirable. The state staff may be useful in a macro approach to recruitment as well as encouragement of pre-service education. The leadership responsibility for in-service improvement is also important.

7) A major role for the state board is found in its relationship with other agencies, both governmental and nongovernmental. The board becomes the major contact point for all matters associated with the community junior college program. At present the most critical area for increased effort by the board staff is in developing a relationship with the state vocational board and its staff which will encourage the proper development of collegiate-technical level occupational programs in the state's community junior colleges, freed from the traditional view that vocational-education was primarily a secondary school responsibility.

Section II

STATE LEVEL STAFFS FOR COMMUNITY JUNIOR COLLEGES

Historically, the American system of public higher education grew as an aggregation of individual institutions each responsible to a separate board of trustees or regents. But the demand that higher education be more broadly available, and the acceptance of the principle that the substantial support of higher education is a responsibility of government, reinforced by the subsequent requirements for ever increasing public financial resources and by a growing recognition of the value of coordinated long-range planning, have led to a trend in recent years for coordination of the previously relatively autonomous institutions. Early private and church related junior colleges tended to follow the individually autonomous pattern. Public junior colleges, however, were frequently established and operated by local boards of education. As community junior colleges have been included increasingly in the comprehensive planning for higher education, they too have experienced the trend toward coordination of individual institutions as parts of statewide systems.

Systems for community junior colleges, in those states where they do exist, have followed many patterns with regard to the level of support provided by the state, the degree of operational control exercised by the state, the structure and relationships of the board which establishes policy, the extent of integration and coordination of various sectors of higher education, and the local organizational arrangements

for handling the various functions performed by a community junior college. Just as the state systems of community junior colleges have taken many forms, the staff at the state level charged with responsibility for community junior college affairs has assumed many forms. One pattern which appears to be increasing in frequency is the staff explicitly designated as a community junior college state level staff. Some states assign community junior college affairs to the staff of some other state agency or still do not exercise any appreciable degree of state level coordination. Another major source of difference among the states is centered around the balance between state control and local control. Some states have established state operated systems eliminating local control entirely; others still maintain high levels of local control. While it is convenient to divide state staffs into operating staffs on the one hand and coordinating staffs on the other, there is still a broad spectrum of alternatives in each instance. A staff that is primarily concerned with cooperative system planning, providing mechanisms for coordination, and providing leadership in developmental projects may at the same time be charged with responsibilities for budget review or surveillance of minimum standards which imply approval or disapproval of activities. Despite a wide variation there are often more similarities than differences in the activities and responsibilities of these staffs.

In view of the trend toward coordination of systems of higher education and the variety of structural arrangements for multi-institutional systems of community junior colleges, normative information on prevailing

practices is of interest to persons who are planning for the development of new staffs or who are modifying existing staffs. A word of caution may be appropriate, however, because to assume that current practice is an indication of what has proved to be most satisfactory neglects the fact that most states have had little experience in this activity. One of the oldest states to have a state staff specifically designated for community junior colleges reports only twelve years of experience; most states have developed staffs at this level much more recently.

In describing the state staff, a number of characteristics can be identified in addition to its existence, and primary functions in serving either in coordinating or operating roles. These characteristics include lines of responsible communication, the size of the staff, the relationship of the number of institutions for which the staff is responsible and staff size, the completeness of staff responsibilities in relationship to all two-year institutions within the state, the arrangements for handling vocational-technical programs and/or courses, the relationship of the staff to the director, the relationship of the staff members to their counterparts in the institutions, the incidence of other staff handling community junior college affairs, the functions most commonly assigned to principal staff members, the salaries of principal staff members, the seniority of principal staff members and salient features of their backgrounds, and finally a report on the committees of the legislatures with whom the community junior colleges staffs are most likely to work.

Change is a constant factor. Therefore, a report such as this must be recognized as to its timeliness. Information reported herein was provided during the late spring and summer of 1969. It should be viewed as descriptive of the situation as of July 1969 in most cases. In instances revisions have been made to acknowledge later changes.

All fifty states and Puerto Rico were asked to describe their state level staffs and certain relationships of the staff to institutions within their system. Twenty-seven states reported that their staffs were concerned exclusively or primarily with public comprehensive community junior colleges and the major focus is given these states. These include Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Texas, Virginia and Washington. Another ten states currently designate one or more individuals with major responsibilities for working with community junior colleges. One or more of these could be classified with the first twenty-seven and will likely be in that category in the near future. These states are Alabama, Alaska, Georgia, Nebraska, New Mexico, Ohio, Tennessee, Utah, Wisconsin and Wyoming. One state is currently establishing a state level staff for community colleges, Nevada. The other twelve states report individuals who assume more limited responsibilities for this level of education.

The variations and modifications of staff arrangements make the dividing line for staffs given primary attention a somewhat arbitrary

decision. The prime criterion established in making this decision was that the explicit and primary functions of the staff centered around community junior college matters. Therefore, states in which community junior college matters are assigned to a state department of education staff primarily responsible for other matters were excluded. States in which the staff is concerned with administering branches of colleges or universities, particularly those offering only transfer programs, or administering technical institutes not offering college parallel programs,[1] were likewise excluded. An attempt has also been made to focus primarily on only those staffs which were clearly assigned somewhat extensive responsibilities for the coordination and/or control of community junior colleges.

Except when otherwise noted, the findings are based on the twenty-seven states listed above. The summaries reflect a variation of responses in some categories.

Coordination-Operational Control Relationship

Generalizing on the type of control or relationship between the state staff and individual institutions, twenty-four states describe their function as primarily coordination and provision of leadership, even though several have been statutorily established as staffs of operating boards. It appears that even staffs with operational responsibilities are particularly sensitive to their coordinative role.

Agency, Board or Official to Whom the Staff and Director Report

In twelve states, the staff and its director report to a junior

college or community college state board. In five states they report to the board or chancellor of higher education. Five states report that their staff reports to a chief state school officer such as the state superintendent of education. In another three states the staff is a part of a state university administrative staff. One state reported that the staff is directly responsible to the state board of education and one indicated that there was a mixed assignment.

Size of Staff

At this time state level staffs are not large. The median staff size (in addition to the director) is 5 positions, the mode is 2, and the mean is 9.5. The range is from 1 to 68 positions.

Number of Institutions in the System

The median number of institutions in the system is 13, the mean is 20.7 and the range is from 2 to 92.

There is obviously a relationship between the size of the staff and the number of colleges served. The Spearman Rank-Correlation Coefficient for size of staff against number of institutions for the twenty-seven cases reported is 0.3993. There is a significant relationship at the 0.05 level of significance.

There is a direct relationship between the size of the staffs and the extent of responsibilities, whether operating or coordinating. Of the ten cases where there were twelve to fifteen institutions in a state, the average size of the coordinating staffs was 7.2. All except one of

the coordinating staffs in this category had fewer than nine staff members. The staff size for an operating board in this category was twenty.

In ten states, there were other institutions carrying out activities at this level of education which were not a part of the responsibilities of the state level community junior college staff. These included seven states which also have post-high school technical institutes and three states which also had college or university branches. These other institutions are often authorized to offer the associate degree.

Job Title or Assigned Functional Areas of Major Staff Members

The frequency with which staff positions in certain functional areas were reported is shown below. The categories are not mutually exclusive in that on smaller staffs several functional areas may be included in a broader category. Also shown are average salary, average years of professional experience and samples of previous experience. It should be noted that in the number of cases reported, "N" in some instances is very small and provides only a "best-available information" indication.

TABLE I

Information Relative to State Level Staffs For
Community Junior Colleges As of June 30, 1969

Position Title or Job Description	Number of states reporting	Average salary	Average years professional service	Most common previous experiences of incumbents
Associate or Assistant Director	14	$17,600 (N-13)	19.2 (N-11)	junior college (5), business & law (3), public schools (3), other state staffs (2), government (1), universities (1)
Academic Affairs, College Parallel Program, General Education, Articulation	13	$17,050 (N-11)	14.8 (N-5)	junior college (7), other state staffs (1), business (1)
Business or Finance	13	$16,100 (N-9)	13.5 (N-7)	business (4), government (3), other state staffs (3), universities (2), public schools (1)
Vocational-Technical Education	9	$16,400 (N-8)	18.7 (N-3)	other state staffs (3), universities (1), junior college (2)
Planning and Research	7	$18,200 (N-5)	16 (N-6)	junior college (2), government (1), other research staffs (1)
Physical Facilities	7	$15,310 (N-4)	None Reported	other state staffs (2), public schools (1)
Student Affairs	5	$15,200 (N-4)	15 (N-2)	junior college (2), universities (1), business (1)
Evaluation, Accreditation, Recognition, Standards	5	$16,000 (N-4)	12 (N-3)	junior college (2), other state staffs (1)
Continuing Education	3	$16,400 (N-3)	18 (N-2)	junior college (2)
Personnel Officer	3	$14,000 (N-3)	None Reported	universities (2), public schools (1)

Other positions and areas of responsibility reported:

> Government Relations, School Service Specialist, Community Service, School and College Relations, Administrative Officer, Organization of Districts, Special Programs, Federal Programs, Administration and Management, Industrial Services, Special Education, Community College Development Specialist, Special Training, Audio-Visual, Statistician, Information Specialist, Instructional Technology, Specialists in various Occupational Program Areas.

General Arrangement for Handling Vocational-Technical Affairs

The state level community junior college staff has primary responsibility for vocational-technical matters in ten of the twenty-seven states. A vocational-technical staff outside the community junior college staff must approve vocational-technical matters, or there is joint responsibility for such matters, in ten states. A staff responsible to another board handles vocational-technical affairs in the community junior colleges in seven states. In three states there are professional staffs who report both to the director of community junior colleges and to the director of vocational-technical education.

Supervision of Community Junior College Operations Other Than by The State Level Community Junior College Staff (Excluding Vocational-Technical Affairs)

The following areas were reported as handled by personnel who are not a part of the state level community junior college staff; physical plant development; articulation; community services; finance; facilities; and curriculum approval. There is at least one state in each of these categories.

Relations of Staff Members to the Director in Dealing with Colleges

Of the twenty-seven states, thirteen reported that staff members generally exercised decentralized responsibility for a particular functional area, and twelve states reported that staff members act as representatives of the state director in contacts with institutions. While it is recognized that this function is mixed on most staffs, two staffs were not able to indicate clearly their usual way of operating in relation to the individual college.

Among the thirteen largest staffs, nine reported decentralized responsibility, three acted as representatives of the state director, and one was varied with the activity.

Relations of State Staff Members to Counterparts within Institutions

Among the twenty-seven states, eleven reported that staff members generally relate directly to counterparts in institutions, eight work through the president of the institution, and eight relate in varying fashion. Among the thirteen largest staffs, six relate directly to counterparts, four through the president of the institution, and three in a mixed fashion.

Committees of the Legislature to Which Junior College Legislation was Assigned

In reference to the Lower House,[2] six states assign community junior college legislation to the Education Committee and the Appropriations or Finance Committee. In eight states the assignment is made to the Education

or Schools Committee. Five states assign such legislation to the Higher Education Committee, and one state assigns community junior college bills to the Higher Education Committee and Finance Committee. In one state a triple assignment is reported: Education Committee, Appropriations Committee and Rules Committee.

In the Senates, eight states assign community junior college legislation to the Education Committee. In six states the assignment is a dual one, to the Education Committee and to the Appropriations or Finance Committee. Four states report such legislation goes to the Higher Education Committee, while one state reports a dual assignment to the Higher Education Committee and the Finance Committee. One state indicated a different committee title, State Affairs Committee. In one state a triple assignment was made, the Education Committee, the Appropriations Committee and the Rules Committee.

It is interesting to note that practice sometimes differs between House and Senate in the states.

SUMMARY

State level staffs in twenty-seven states have clearly defined responsibilities for community junior college coordination and/or control. These staffs vary considerably in size, in scope of responsibilities, and in relationships to institutions and to other state agencies. There is as yet no clear definition of the state staff function-implementation activities.

FOOTNOTES

[1]As listed in AAJC Directory

[2]The practice followed by State Legislatures in considering matters related to community junior colleges varies to some extent. While the decision as to where bills relating to the community colleges reflects to a degree an historical happenstance, it also reflects the consideration which may be given to these institutions as related to secondary or higher education. Even this conclusion is not always correct, however.

Section III

SUMMARY OF STATES

ALABAMA

A seven member staff is maintained to handle junior college matters under a Director of Research and Higher Education in the Department of Education. The Director is directly responsible to the State Superintendent of Education. Staff members are selected by and report to the Director.

In addition to functions related to the operational control of seventeen junior colleges however, other responsibilities are also assumed. These include responsibility for various federal programs, comprehensive planning and research, and supervision of two state universities.

All of the junior colleges in the state fall within the operational purview of the staff. However, vocational programs are supervised by the Vocational Division of the Department of Education.

In contacts with institutions, staff members relate directly to college personnel through the college president.

ALASKA

The seven public community colleges in the state are under the general supervision of the University of Alaska. A University Dean provides coordinating services for the colleges in cooperation with the local districts.

ARIZONA

A professional staff of one assists the Executive Director of the

State Board of Directors for Junior Colleges in state level activities. This staff member is selected by and reports to the Executive Director. Although the State Board is statutorily established as the "administrative and executive apex of the junior college system," its functions are primarily coordinative. The staff is responsible for all activities of the seven community junior college districts (eleven colleges) in the state, including their occupational programs. However, as the colleges are designated area vocational schools by the Department of Vocational Education, some responsibility is shared. The Department provides funds for occupational programs.

The Executive Director uses consulting services extensively, especially curriculum and program consultants. The state level staff member relates semi-independently of the Executive Director to the several junior colleges. He works with institutional representatives with the knowledge of the college president.

The addition of a staff member with responsibilities in program development is under consideration.

ARKANSAS

An Assistant Director of the Higher Education Commission which is also the State Community Junior College Board assumed state level staff functions for the two community junior colleges in the state as of July 1, 1969. The Assistant Director coordinates and provides leadership in activities of the colleges. This staff member is not responsible for the branch of Arkansas State University, nor for administering federal

vocational education funds for the community junior colleges. The State Vocational Technical Board has the latter responsibility. The Vocational Education Department of the State Department of Education works with the community junior colleges on their occupational program offerings.

Institutional contacts are made through the college presidents.

CALIFORNIA

There are sixty-eight state staff members exclusive of the state director, who is designated as the Chancellor of the California Community Colleges. Each staff member is selected by the Chancellor and reports to him. The Chancellor reports to the Board of Governors of the California Community Colleges, which is the coordinating agency for the state's ninety-two community colleges. The state staff has responsibility for all matters relating to the colleges including occupational programs, although occupational program policy is established by a joint Board of Vocational Education.

Staff members relate directly to the colleges relevant to their area of responsibility and work directly with counterparts at the institutional level. The state level staff has been providing services to the Board of Governors for less than two years, and delineation of functions of the local boards of trustees and the state board have recently been enacted into law.

COLORADO

At present the state level community college staff is comprised of

two members in addition to the State Director of Community Colleges. Two additional staff members will be added in 1970. The staff members and the Director are responsible to the State Board for Community Colleges and Occupational Education. The Board exercises coordinating and governing authority over the six operating community colleges (a seventh college is authorized). Each staff member is selected by the Director, and is responsible directly to him. In addition, the board's staff coordinates and provides professional services for five remaining local districts which have the option to dissolve their districts and come under the control of the state system.

The occupational programs offered by the colleges are supervised by the Vocational Education Division of the State Board.

The state level staff members relate directly to their associates in the institutions.

A study relating to the composition of the staff and the assignment of responsibilities is underway.

CONNECTICUT

State level activities are handled by a staff of three excluding the state director. Each staff member is selected by the state director and reports to him. The fiscal officer also reports to the State Budget Division. The staff implements policies established by the Board of Trustees of Regional Community Colleges. The state director serves as the Executive Officer of the Board. This Board coordinates the operations of the eight community colleges. The staff is responsible for the

occupational programs offered by the community colleges, but not those offered by four state technical colleges. The staff of the Board of Trustees of State Technical colleges administers these institutions.

In contacts with the institutions, staff members represent the state director. Contacts with counterparts are made through the college presidents or directly depending on the activity.

DELAWARE

There are two state staff members in addition to the state director responsible for community college activities. The staff members are appointed by the state director and report to him. The state director is responsible to a Board of Technical and Community Colleges, which is the governing board for the two community college branches. The state director serves as Executive Director to the Board. Responsibility for all aspects of the colleges operations, including their occupational programs is assumed by the Board and staff.

Staff members work with colleges through the branch directors.

FLORIDA

There are seven staff members in the Division of Community Colleges serving as state level staff under the State Board of Education. This Division provides the services for the State Junior College Council which coordinates the activities of the twenty-seven community junior colleges. Staff members report to the Director of the Division of Community Colleges. He in turn reports to the Board of Education through the Commissioner of

Education. There are other agencies within the State Department of Education which funds and approves certain occupational programs of the colleges.

With respect to institutional contacts, staff members relate to their counterparts directly and through the college president. Contacts are governed by each staff member's responsibilities.

The addition of new positions in planning and development, student personnel service, academic affairs and an administrative assistant have been requested and recommended to the legislature by the Board of Education.

GEORGIA

There is no state level staff or state director with primary responsibilities for junior colleges in the state. The ten junior colleges are administered as a part of the University System of Georgia. A staff of fifteen is maintained with responsibilities for all institutions of higher education. They report to a Vice Chancellor.

HAWAII

The Director for Community College Services of the University of Hawaii, serving as state director for the six colleges in the state, maintains a staff of fifteen. A member of this staff serves as the State Director for Vocational Education. Occupational programs of the colleges, and secondary and post-secondary public schools are coordinated by the State Director for Vocational Education, and consequently, the state

level staff. Staff personnel report to the Director of Community College Services directly or through the State Director for Vocational Education.

The Director is responsible to the President of the University of Hawaii, and the President of the Board of Regents of the University. The Board serves in the capacity of a state board of higher education, and as the state board for vocational education.

The staff provides the colleges with coordinative and resource services in the development of programs. Institutional contacts are made directly by the staff personnel with the knowledge of the college provosts.

IDAHO

The Executive Director for Higher Education responsible for the two community colleges and the other institutions of higher education in the state maintains a staff of two. The Executive Director reports to a State Board of Higher Education which coordinates the activities of all public institutions of higher education. The Executive Director selects his staff. Primary responsibility for occupational programs of the two colleges is assumed by the State Director of Vocational Education.

The Executive Director augments the staff with facility planners and consultants to aid in enrollment projections and program evaluation. In contacts with institutional representatives, staff members relate directly and as representatives of the Executive Director.

ILLINOIS

The Illinois Junior College Board staff consists of five persons in addition to an Executive Secretary of the Board who serves as the state

director. The staff members are selected by the Executive Secretary, report directly to him, and implement coordinating policies established by the Board. The staff is primarily responsible for the activities of the thirty-six junior college districts (forty-four colleges). However, the federal vocational education funds are administered by the Board of Vocational Education and Rehabilitation which must concur in the approval of new occupational programs to be supported by federal funds. Moreover, the Department of Education and Registration is responsible for the licensing of occupational programs offered by the junior colleges. The Office of the Superintendent of Public Instruction is involved with adult education programs presented by the colleges. The state staff is not responsible for the Vocational-Technical Institute operated by Southern Illinois University.

Legal services are contracted for by the Board. Staff members relate to their institutional counterparts as their responsibilities warrant. They work directly with institutional representatives or through the college president.

INDIANA

There is no state level staff to coordinate the activities of the three junior colleges in the state. An Assistant State Superintendent of Public Instruction has the responsibility of certifying registration of private junior colleges. He also has responsibilities in the areas of vocational and adult education. The Indiana Vocational Technical College supervises the occupational programs offered by one of the junior colleges.

IOWA

The four member state level staff report to the Assistant Superintendent for Area Schools who serves as state director. Staff members are appointed by the Assistant Superintendent. These staff members have responsibilities for four area vocational schools as well as eleven community colleges and one junior college. The services provided are primarily coordinative. Occupational programs of the community colleges and the public junior college are administered jointly with the Vocational Education Branch of the Department.

In contacts with institutional personnel, staff members function as representatives of the Assistant Superintendent. Although they meet directly with institutional representatives all formal communications are channeled through the college presidents' offices.

KANSAS

A Director of College Accreditation who serves as state director of community junior colleges and an Assistant comprise the state level staff for the nineteen public community junior colleges. The staff is within the State Department of Education. The Assistant to the Director reports to the Director. The Director reports to an Assistant Commissioner of Education. In addition to coordinating the activities of the colleges, the state staff is also responsible for supervising teacher education in four-year institutions and for accrediting private junior colleges. The area vocational-technical schools in the state, are not served by this

state level staff. Occupational education programs offered by the colleges are coordinated by the Division of Vocational Education.

The Assistant to the Director represents the Director in his contacts with the colleges and works directly with institutional personnel.

Changes in the assigned responsibilities of staff members and in the structure of the staff are anticipated to reflect recently enacted legislation.

KENTUCKY

There are nine persons who make up the state level community college staff. These staff members report to the Dean of the Community College System of the University of Kentucky. The Dean, who serves as the state director for community colleges reports to the Board of Trustees of the University. The Board is responsible for coordinating activities of the fifteen public community colleges. The staff members selected by the Dean report to him.

The state staff is not responsible for the two-year programs offered by the five regional state colleges. The staff also does not administer the post-secondary occupational programs of the area vocational schools which are under the authority of the State Department of Education. University administrative officials supervise development of physical facilities of the several community colleges.

State level staff members function as representatives of the Dean in working with college personnel. All institutional contacts are made with the approval of the college president (director).

There are plans to expand the state level staff by adding a Coordinator of Allied Health Programs, a Coordinator of Federal Programs, a Coordinator of Occupational Programs, an Institutional Research Specialist, and an Assistant Dean of Business Affairs.

LOUISIANA

There is no state level staff for junior colleges in Louisiana. Matters related to this level of education are assigned to a staff member of the State Department of Education.

MAINE

There is no state level staff for community junior colleges. The University of Maine operates a two-year center which is under the control of the University.

MARYLAND

Since July 1, 1969, an Executive Director reports to the State Board for Community Colleges. He has two staff members; these are appointed by the Board on the recommendation of the Director. The staff is responsible for administering state financial aid to the thirteen existing community colleges. It provides program approvals; this role is shared with the Council on Higher Education, the Division of Vocational Education and the Division of Certification and Accreditation of the State Department of Education.

The Board also exercises, but not exclusively, a role in the approval

of building construction projects and is generally concerned with policies relating to the community colleges and with the articulation of community college programs with those of other educational institutions in the state.

State level staff members relate directly to institutional personnel or through the college president depending on the activity.

MASSACHUSETTS

A State Board of Regional Community Colleges governs activities of the thirteen community colleges in the state. Five state staff members in addition to the President of the Board who serves as state director, implement policies of the board. There are also two city-sponsored junior colleges and several area public vocational schools in the state, none of which are the responsibility of the state staff.

Each member of the state staff is appointed by the state director and reports directly to him. The staff members function in a decentralized manner with regard to institutional contacts, and work directly with college personnel.

Expansion of the staff is anticipated.

MICHIGAN

The state staff coordinating activities of the twenty eight public community colleges is within the Bureau of Higher Education in the Department of Higher Education. There are three staff members who devote full-time to community college activities. Eight other staff members

devote part of their time to community college concerns and part-time to baccalaureate institution activities. The state director has the title of the Director of Planning. He selects the state staff members who report to him. He is responsible to the State Superintendent of Education. The state staff has the responsibility of coordinating the occupational programs of the community colleges. The colleges, however, work with the Division of Vocational Education for federal vocational education funds.

In their relationships with institutional personnel, staff members operate as representatives of the state director. They work directly with their counterparts in the institutions or through the college president depending on the activity.

MINNESOTA

The eighteen junior colleges comprising the Minnesota State Junior College System are governed by a State Junior College Board. A Chancellor and a staff of six assists the Board in implementing its responsibilities. The twenty seven area vocational schools and two-year technical institute of the University of Minnesota are not within the responsibility of the state staff. The State Junior College System utilizes the services of the State Department of Education in the approval and supervision of vocational certificate programs.

State staff members are appointed by and report to the Chancellor. Institutional contacts by staff personnel are initiated through the college presidents as a staff officer.

The state staff may be expanded with the addition of a Vice-Chancellor having general responsibilities and an Assistant to the Chancellor for Community Services.

MISSISSIPPI

In coordinating activities of the seventeen state junior colleges, the Director of the Division of Junior Colleges in the State Department of Education has a staff of one. Two other staff members report to him and to the Director of the Division of Vocational Education. These two supervise the colleges' occupational programs. The Director of the Division of Junior Colleges and his staff report to the State Superintendent of Education and to the Junior College Commission.

In working with their counterparts, staff members function as representatives of the Director and work through the college president.

Expansion of the staff is anticipated.

MISSOURI

To coordinate the activities of the twelve community junior colleges, a staff of two is maintained by the Director of Junior College Education. These staff members are appointed by him and report to him. The Director is responsible to the Assistant Commissioner of Special Education. The state level staff cooperates with the Vocational Division of the State Department of Education in coordinating the occupational programs of the colleges.

State level staff members work directly with college personnel as representatives of the state director.

MONTANA

There is no state level staff for community junior colleges.

NEBRASKA

There is no state staff responsible solely for the six junior colleges in the state. The State Commissioner of Education has delegated the coordination of the junior colleges to the Director of Teacher Education. The Director does not select his staff of two associates who report to the State Commissioner of Education. The Director also reports to the Commissioner. Occupational programs of the colleges are supervised by the Division of Vocational Education which also supervises vocational-technical schools in the state. State funds for which the junior colleges are eligible are administered by the Director of School Finance.

NEVADA

A recent study has recommended the establishment of a state level staff for community junior colleges. As of the date of this study, no appointments have yet been made.

NEW HAMPSHIRE

There is no state level community junior college staff as there are no colleges in the state. However, several technical-vocational institutes are in operation under supervision of the State Department of Education.

NEW JERSEY

A state level staff of two assist the Director of Community College Programs in coordinating the activities of the thirteen community colleges in the state. The agency is within the Department of Higher Education and the Director reports to the Chancellor of Higher Education. The Director selects his staff with the concurrence of the Chancellor and Vice Chancellor. Staff members report to the Director.

The Division's responsibilities extend beyond the two-year colleges in some areas including review of higher education legislation and administration of pension plans. The staff is also responsible for licenses and approval of curriculum of the private two-year colleges in the state. The county technical institutes are not within the authority of the Division. The Directors of Finance, Facilities, and Budgeting, for the Department of Higher Education, although not members of the state level community college staff, assist the community colleges in their respective areas.

Depending on the activity under consideration, staff members work with the institutions directly or as representatives of the state director. They relate directly to their counterparts in the institutions or through the college president.

A Coordinator of Career Education will soon be appointed to the staff.

NEW MEXICO

Coordination of activities of eight community colleges are assumed

by the staff of the Executive Director for a Board of Higher Education. There is no separate state level staff primarily responsible for community colleges. The Vocational Education Division of the State Department of Education supervises the occupational programs offered by the colleges.

NEW YORK

The Office of Two-Year Community and Technical Colleges operating as a component of the State University of New York, coordinates the activities of the thirty-eight community colleges and six agricultural and technical colleges in the state. The state director who is a Vice Chancellor of the State University of New York has a staff of six. Four persons on the staffs of other departments within the State University System are assigned full-time to work on community college matters and are supervised by the Vice Chancellor. Except for final curriculum registration which is handled by the State Education Department, the Office has responsibility for general supervision, statewide planning and coordination of budget and fiscal operations, curriculum, physical facilities, and evaluation of all community colleges activities, in addition to the technical colleges.

The Office operates in a decentralized manner with regard to institutional contact and staff personnel relate directly to the institutions concerning areas of operations in their province. They do, however, work with college personnel through the college president.

An expansion of the staff is planned with the addition of a Student Personnel Dean and Assistants in Administration and Management, Curriculum, Evaluation and Accreditation.

NORTH CAROLINA

To coordinate the activities of the thirteen community colleges and thirty-seven technical institutes in the state, the North Carolina Department of Community Colleges has fifty three professional staff members in addition to the Director. The Director is responsible to the State Board of Education. Each staff member is selected by the Director upon the recommendation of division heads and reports to him through the division heads.

Each staff member when working with institutional counterparts represents the Director. These contacts with college personnel are arranged through the college president.

NORTH DAKOTA

There is no state level junior college staff maintained. There are three junior colleges which are governed by the Board of Higher Education and three local junior colleges for which the Board has coordinating responsibilities. There is also a private junior college for which the Board has no responsibility. The occupational programs of the six public junior colleges are supervised by the Board for Vocational Education.

OHIO

The Ohio Board of Regents is responsible for the coordination of all institutions of higher education in the state including the ten

community colleges. It maintains a staff comprised of a Chancellor and seven staff personnel. The Chancellor appoints the staff members who report to him. The staff is responsible for the two-year branches of the state universities as well as the community colleges.

In working with institutional representatives, the staff operates as representatives of the Chancellor and relate to their counterparts through the college president.

OKLAHOMA

One member of the staff of the Oklahoma State Regents for Higher Education is charged solely with junior college matters. Six other staff members have responsibilities for junior college affairs in addition to senior college and university responsibilities. These seven staff members are appointed by and report to the Chancellor of the state system of higher education.

There are presently fifteen junior colleges in Oklahoma--five state junior colleges, five local public and five private junior colleges. The state staff has responsibility for coordinating the activities of the local public and private junior colleges with those within the state system. It is also responsible for evaluating these institutions for accreditation. The staff serves in both coordinating and administrative capacities. Occupational program offerings of the junior colleges are subject to approval by the State Board of Vocational Education.

With respect to institutional contacts, the staff members function as representatives of the Chancellor and work with college personnel through the college president.

A statewide study of junior college education is now being undertaken prior to development of a master plan for junior colleges. There are plans to add a research assistant to the staff to aid in this and other projects.

OREGON

The Associate Superintendent for Community Colleges and Career Education, serving as the state director, maintains a staff of thirty-five in coordinating activities of the state's twelve community colleges. The staff assumes coordinative responsibilities primarily, and provides assistance in program development. Vocational programs in the colleges and the secondary schools in the state are coordinated by the Director of Career Education who is on the state level staff. Coordination of adult and continuing education programs at the colleges, and the licensing of private vocational schools are other responsibilities assumed by this agency.

Staff personnel are appointed by the Associate Superintendent and report to him. The Associate Superintendent is responsible to the State Superintendent for Education.

The staff operates in a decentralized manner in working with college personnel. College presidents are kept informed of all contacts and activities.

PENNSYLVANIA

There are six staff members of the Bureau of Community Colleges which

is the state agency coordinating community college activities. The Director of the Bureau serves as the state director. Those staff members who are responsible for vocational-technical education programs in the twelve community colleges also report to the Director for Vocational, Technical and Continuing Education. The Director of the Bureau selects his staff. His functions and those of the staff are primarily of a coordinative nature. The Director is responsible to the Commissioner for Higher Education. The two-year branches of the state university do not come under the jurisdiction of the Bureau.

The state level staff members operate in a decentralized manner and relate directly to their counterparts in the colleges.

A review of the organization of the Bureau of Community Colleges is currently in progress.

RHODE ISLAND

There is no state level junior college staff maintained. The single junior college in the state is governed by the Board of Trustees of State Colleges. Occupational programs offered by the junior college are developed and funded through the State Department of Education.

There are proposed plans to expand the junior college into a three-campus system. Attendant to these plans is the establishment of a five member state junior college staff with the president of the college serving as the state director.

SOUTH CAROLINA

There are no public junior colleges in the state and no state level

junior college staff. There are however, eleven two-year branches and centers of the two universities in the state, the University of South Carolina and Clemson University. These branches and centers are administered by the Provost of the University of South Carolina and the Vice President for Academic Affairs and University Dean of Clemson University, respectively. There are also twelve technical education centers in the state which offer occupational programs.

SOUTH DAKOTA

There is no state level staff for junior colleges in South Dakota.

Legislation authorizing establishment of junior colleges has been enacted. The law has not yet been implemented however.

TENNESSEE

An Executive Dean of Community Colleges serves as the state director for community colleges in the state. He is one of five staff members responsible to the Assistant Commissioner of Higher Education and reports to him through the Provost for Academic Services. The Assistant Commissioner of Higher Education reports to the State Commissioner of Education. The Executive Dean has no staff.

There are five community colleges in the state. Nine community colleges have been authorized. The State Board of Education coordinating the activities of the community colleges also administers all institutions of higher education, except the University of Tennessee, and all elementary and secondary education institutions in the state.

Supervision of occupational programs of the community colleges is the responsibility of the Assistant Commissioner of Vocational Education. Capital outlay budgets are acted upon by the Assistant Commissioner of Special Services.

The Executive Dean and the other four state staff members meet with institutional personnel with the approval of the college president. The Executive Dean attends meetings of the college presidents' council.

TEXAS

The forty public junior college districts in Texas are under the control of the College Coordinating Board, Texas College and University System.

The Assistant Commissioner for Junior Colleges heads the Junior College Division. A Program Director and Analyst completes the staff.

The Assistant Commissioner for Fiscal Affairs works with the Junior College Division and the Association of College Presidents in regard to state funding.

The Assistant Commissioner for Federal Programs is in charge of allocation of federal funds under the Higher Education Act.

Vocational and Technical Programs are funded through the State Board for Vocational Education. These programs are placed with the Associate Commissioner for Occupational and Technical Education. One of the departments under the Associate Commissioner is that of post-secondary education. Along with the Director of this division are eight staff members.

Responsibility for state level staff operations is decentralized and institutional contacts are made directly by staff personnel or through the college president.

UTAH

On July 1, 1969, the State Board of Higher Education assumed responsibility for coordinating activities of all institutions of higher education including three public junior colleges and two technical colleges. There are nine state level staff members who implement Board policy. They are selected by and report to the Commissioner of Education. The State Board for Vocational Education is the governing Board for the two technical colleges but the colleges submit financial, curricula and facility requests to the State Board of Higher Education for approval. Staff personnel of the State Board for Vocational Education are responsible for the occupational programs offered by the junior colleges.

The services of additional personnel are utilized in the areas of data processing, financial assistance and educational media coordination.

The areas of responsibility of the state level staff members are decentralized and they work with their institutional counterparts directly.

VERMONT

There are no community colleges in the state and there is no state level community college staff.

VIRGINIA

The thirteen operating community colleges are governed by a state

community college board. The Virginia Community College System staff provides services for the Board and has responsibility for special training programs. There are several two-year branches of the university in the state which do not come under the authority of the Department.

Eleven professionals exclusive of the Chancellor who serves as state director for community colleges, and the financial staff comprise the state level staff. Each staff member is selected by the Chancellor and reports directly to him. Expansion including an additional position in planning and development is planned.

Depending on the activity and responsibilities of staff personnel institutional contacts are made directly by staff members or as representatives of the Chancellor. Similarly, staff personnel work directly with their associates in the community colleges or through the college president.

WASHINGTON

The activities of the twenty-two community colleges in the state are coordinated by the staff of the State Board for Community College Education. This staff is comprised of the Director, five Assistant Directors and six other professionals. Staff personnel are selected by the Director with the concurrence of the other staff members. Each staff member reports directly to the Director. Responsibilities of the state community college staff does not extend to the vocational-technical institutes in the state.

Staff personnel work with institutional counterparts with the consent of the college presidents.

Currently, the organization of the staff and related operations are being reviewed.

WEST VIRGINIA

There are no community colleges in the state, and consequently no state level staff. Two centers of West Virginia University are maintained and operated through the university.

WISCONSIN

There are no community junior colleges in the state. There are however, thirteen two-year branches of the University of Wisconsin governed by the Board of Regents of the University and four two-year branches of state universities governed by the Board of Regents of the State Universities. There are also sixteen technical institutes coordinated by the State Board of Vocational, Technical and Adult Education. All of the Boards and the Board of Vocational, Technical and Adult Education have their own staff to administer or coordinate the activities of the institutions in its purview.

WYOMING

A Coordinator for the Wyoming Community College Commission provides state level services for the seven community colleges in the state. His primary responsibility at the direction of the commission is the coordination of the colleges' programs including occupational programs. The Coordinator does not have a staff.

PUERTO RICO

Coordinating activities of the public community colleges in Puerto Rico are handled through the central administrative staff of the University of Puerto Rico.

Section IV

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